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AUTHOR Pfister, Fred C.
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ABSTRACT

A stratified random sample of educators from the 1,827 schools in Florida with one or more full-time media specialists was surveyed in order to determine which of the 62 competencies for media specialists proposed by the Florida Department of Education Council on Teacher Education were considered essential. Respondents were sent an initial questionnaire and one follow-up mailing. Five school-based subgroups, consisting of school district media supervisors, building level media specialists, principals, and elementary and secondary teachers, were surveyed along with a sixth subgroup of Florida media educators. The 21 competency statements which were designated as essential by the respondents fell into three categories--teacher oriented, librarian oriented, and manager oriented. Of the remaining competencies, 31 were considered non-essential by all of the first five subgroups; these included competencies on research capability and instructional technology. The media educators subgroup considered only four of the proposed competencies to be non-essential. Included in the appendix are the survey questionnaire instructions, the questionnaire, cover letters and enclosures, and data on the ranking by weighted average for total responses and for each subgroup. Twenty-one references are included. (Author/BK)

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IDENTIFICATION OF SPECIALIZATION COMPETENCIES FOR FLORIDA SCHOOL LIBRARY MEDIA SPECIALISTS

REPORT OF A STUDY
CONDUCTED WITH THE AID OF
A UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION RESEARCH
GRANT AND IN COOPERATION
WITH THE FLORIDA STATE DEPARTMENT
OF EDUCATION SCHOOL LIBRARY
MEDIA SERVICES SECTION
AND THE FLORIDA ASSOCIATION
FOR MEDIA SPECIALISTS

BY
FRED C. PFISTER

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CHAPTER I

INTRODUCTION

The current requirements for certification as a school library media specialist in Florida are very general. They offer little guidance for university faculty attempting to plan or improve programs which prepare school library media specialists, nor do they guarantee very much to those who employ graduates of such programs. In an effort to correct this situation, the Florida Department of Education Council on Teacher Education (COTE) approved a specialization competency Task Force to prepare a proposed list of the minimum competencies needed by school media specialists.

In September of 1978, the Task Force submitted their list of 71 proposed specialization competencies to COTE for field testing. After field testing, the proposed competencies were to be submitted to a stratified random sample of Florida educators in a study to determine specific competencies deemed essential by professional groups in each specialization area.

In March, 1979, however, COTE suspended action on this and several other specialization competency studies. As explained in a March 21, 1979 memorandum (Garfield Wilson, Administrator, Council on Teacher Education, to Principal Contact Persons for Specialization Competency Studies) COTE, at its March 12-14 meeting, had "concluded that differentiation of specialization areas may well require an increased emphasis on subject matter content or 'technical skills' rather than on 'special methods'. The council therefore recommended that: (1) approval for new studies be held in abeyance until further notice; (2) surveys for present studies

be held in abeyance until COTE can thoroughly examine alternatives for use of the survey results."

A major purpose of the suspended COTE specialization competency study for school library media specialists was to identify those competencies deemed essential by classroom teachers, curriculum coordinators school administrators, library media specialists, and teacher educators in order to improve the preparation programs offered by Florida colleges and universities. This purpose is still important, and is basic to the study reported here.

A study to determine which competencies are considered essential was needed because current programs for the pre-service education of school media specialists are attuned to state certification requirements. The state certification requirements are based on assumptions made by leaders in the school media field and expressed in various statements such as the AASL/AECT Standards for Media Programs District and School and the standards of Southern Association of Colleges and Schools. As outlined in the review of the literature, some research has been done to test the assumption that the values held by leaders in the media profession are also held by local school personnel such as administrators, teachers, curriculum personnel, and building level media specialists. These studies, particularly those by Cantor, Pfister, and Rosenberg have revealed some significant differences between the expectation of leaders in the media profession and the views of local school personnel. As we shall see, lack of agreement exists in Florida also.

Review of Related Literature

Standards and certification -- Four sets of guidelines or standards and two certification models are important to this study, since they

served as basic resource documents for the Task Force which prepared the proposed list of competency statements. Media Programs: District and School[1] provides guidelines and recommendations for school library media programs of superior quality, and serves as the current national standards statement. The Southern Association of Colleges and Schools Standards for Secondary Schools[2] and Guide to Evaluation and Accreditation of Elementary Schools[3] provide similar guidelines at the regional level. The recent Florida Department of Education publication Florida School Library Media Programs: A Guide for Excellence,[4] which was available to the Task Force in draft version, was also useful. The Certification Model for Professional School Media Personnel,[5] published in 1976 by the ALA, and designed to assist in providing direction in the development of state and regional certification practices was used by Task Force members along with the Association for Educational Communication and Technology (AECT) publication Guidelines for Certification of Media Specialists.[6]

Functions of the school library. -- A study of major importance is the Library Manpower Project funded by the Knapp Foundation. Included in the results of this study were identification of twelve major categories consisting of 300 tasks performed by various school library personnel;[7] definitions for school library personnel with specifications for competencies necessary to carry out the functions described in the definitions;[8] and a survey of six university level experimental programs for school library media education.[9] A study which attempted to identify the future roles and functions of school librarians was Jetter's Delphi study of the opinions of fifty-three leaders prominent in professional specializations.[10] Jetter's major finding was that librarians would be

working much more with curriculum and teachers in the future. Other studies that deal with functions of the school library and/or the position of the library in the total school program are included in the bibliography as items eleven through sixteen.

Opinions of other school personnel. -- Some research has been done on how classroom teachers, school administrators, and other school personnel believe the school media specialist should function or behave. Carolyn Anderson did a study in Oregon entitled "Role Expectations of the High School Librarian as perceived by Librarians, Principals and Teachers" in 1970.[17] She concluded that the three groups do not perceive the librarian's role in the same way. Lowell Olson conducted a similar study in the Minneapolis-Saint Paul area and reached a similar conclusion.[18]

In 1975-76 this writer conducted a study entitled "Discrepancies Between Actual and Ideal Roles and Functions of Texas School Librarians as Perceived by School Superintendents, Principals, and Librarians."[19] Not only were there differences between the three major groups, there were a considerable number of cases where all three groups placed a low value on a proposed role or function. Cantor's study in New York[20] and Rosenberg's in Ohio[21] were similar, and revealed findings which tended to corroborate those of previously cited studies.

The results of these studies indicate a definite variance in the perceptions of the librarian's role by various categories of school personnel. They also give general notions of appropriate competencies for school media specialists. They do not, however, deal directly with the question of a competency based curriculum, nor is any of them based on information obtained from Florida educators.

Description of the Study

Objectives

The specific objectives of this study were to:

(1) Validate the competencies proposed for school library media specialists by the State of Florida Department of Education Council on Teacher Education (COTE) Task Force through a survey of school administrators, classroom teachers, media specialists, and teacher educators.

(2) Compare the survey findings with related research in an attempt to discover commonalities which might be generalized for all school media preparation programs.

Procedure

(1) The existing list of 71 proposed specialization competencies was shortened by removing those which seemed to relate to "special methods" rather than to "technical skills." This was done in an effort to speak to the objections raised by COTE which caused the original study to be held in abeyance.

(2) The proposed competency list was shortened to a final list of 62 by removing statements which seemed to be generic in nature rather than specific to the library media specialist. These modifications were made by this writer in cooperation with members of the Florida State Department of Education School Library Media Services Section.

(3) Support for the study was obtained. Mrs. Eloise T. Groover, the head of the State Department of Education School Library Media Services Section agreed to co-sponsor this study, and formal endorsement from the Florida Association for Media in Education was also obtained.

(4) The questionnaire format developed by COTE was used. It consists of the proposed competency statements with a request that each be rated on

a scale of 1, essential; 2, very important; 3, could get by without; 4, not needed; 5, not qualified to respond. (See Appendix 1 for a copy of the survey instrument.)

(5) Appropriate cover letters and instructions were prepared for mailing (see Appendix 1).

(6) The following sampling plan was developed with assistance from Dr. Joseph Mazur, Professor of Education Measurement and Research at the University of South Florida.

(a) School-based respondents were drawn from the 1,872 schools in Florida which had one or more full-time media specialists according to the 2/19/80 listing of the Florida Department of Education, "Full-time Media Specialists at School Level, School Year 1979-80." A sample of 312 media specialists, 52 principals, 52 elementary teachers and 52 secondary teachers was drawn by using a table of random numbers. All of the 43 district level media personnel in Florida were also surveyed.

An assumption was made that district level supervisors and/or administrators other than school media personnel would not have direct knowledge of building level media specialist competencies, and they were not surveyed. A similar decision was made to limit the survey of building level instructional staff to classroom teachers, since they, and the building principals could be expected to have direct knowledge of media specialists, while Student Services Personnel and Other Professional Staff, Non-Administrative/Instructional could not.

(b) The 12 school library media-oriented faculty members at Florida State University, University of South Florida, University of Central

Florida, and Florida Atlantic University made up a final respondent sub-group. These faculty members and the district level media personnel were identified from Florida Department of Education lists.

(7) The 523 surveys were mailed in mid-May, 1980. An identical set of the questionnaire, instructions, a summary statement, and a "Dear Colleague" letter was sent to every respondent (see Appendix 1). Building-level school media specialists and classroom teachers drawn in the sample had their survey mailed to the building principal under an appropriate cover letter (see Appendix 1).

(8) A follow-up mailing was sent to non-respondents in early June, 1980.

(9) Returns were coded for machine tabulation by the University of South Florida Office of Evaluation and Testing on the final cut-off date of August 1, 1980. Data was collected and compiled so that information about each of the sub-samples, as well as data on the total population surveyed could be analyzed and studied in this study or as part of a future study related to this one.

(10) A weighted average for each competency for each respondent group was calculated from the machine tabulations as follows:

1. These weights were assigned to the response categories: not needed = 1, could get by without = 2, very important = 3, essential = 4. The response category "can't rate" was not used in these calculations.
2. The number of responses in each category was multiplied times the value assigned.
3. The resulting products were added, and the sum divided by the total number of respondents rating that competency as a 1, 2, 3, or 4.

These weighted averages permitted rank ordering of the competencies to

determine which were viewed as most essential. Cross-comparisons between groups were not made. Appendix 2 contains tables showing the ranking by weighted averages for the six sub-groups and for the total of all respondents.

Definition of Terms

Competency - The ability to respond adequately and appropriately, with an exhibition of knowledge or a practical demonstration, to those situations which are likely to occur in an educational setting involving the specialization area being considered.

Essential Competency - As a matter of policy, COTE has determined that any competency rated "very important" by 85% of the respondents, with 51% rating it "essential," will be deemed "essential" to the teaching process. That definition has been used in this study.

Library Media Program - All services furnished to students and teachers through a library media center and its staff, including basic skills development, instructional design, media collection development, media program management, media production, staff development, consultative and information services.

Library Media Staff - All personnel working in a library media center, including professional library media specialists, library media aides or technicians, adult volunteers, and student assistants.

Media - All forms of printed and audiovisual materials and the equipment required for utilization.

Not Qualified to Respond - Lacking even the minimal knowledge necessary to form a reasonable opinion about a competency.

School Staff - All personnel working within the school, including teachers, administrators, curriculum assistants and volunteers.

CHAPTER II

COMPETENCIES WHICH WERE CONSIDERED ESSENTIAL*

As shown in Table 1, 21 of the 62 proposed competencies were considered essential according to the Florida Council on Teacher Education (COTE) standard.* Of these 21 essential competencies, ten were rated as essential on the combined results from all respondents and also by every one of the six sub-populations. The remaining eleven essential competencies met the overall test as essential, but had one or more sub-groups in which they did not meet the COTE standard (see Table 1, column 3).

The competencies which were considered essential can be related to the major roles which a building level media specialist is expected to play. Although these roles can be outlined in a variety of ways, one possibility is to consider the media specialist as a combination of teacher, librarian, and manager. To be able to "demonstrate ability to teach library media skills" (see Table 1, item 4) for example, is an expectation drawn from a role perception of the media specialist as teacher. To be able to "demonstrate ability to catalog and process materials for circulation" (see Table 1, item 6) is related to an expectation of the media specialist as librarian, and "to prepare and justify a library media program budget request" (see Table 1, item 9) is clearly a management function not limited to libraries. These roles

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*The Florida Council on Teacher Education (COTE) requires that "85% of all respondents must consider the competency 'very important', with 51% considering it 'essential'" for it to be regarded as an essential competency. That special definition applies here.

TABLE 1

THE 21 COMPETENCIES CONSIDERED ESSENTIAL FOR MEDIA SPECIALISTS

Competency	% of Total Ranking Essential	Sub-Group(s) Not Rating As Essential
1. Demonstrate ability to guide students and school staff in the use of library media, equipment, and services to meet instructional objectives.	88	None
2. Demonstrate ability to develop goals and functions of the library media program which support the educational objectives of the total school program.	80	None
3. Demonstrate ability to establish policies and procedures that achieve goals of the library media program.	78	None
4. Demonstrate ability to teach library media skills.	78	None
5. Demonstrate ability to establish, build, and maintain a balanced comprehensive collection of various types of media and resources.	73	None
6. Demonstrate ability to catalog and process materials for circulation.	71	None
7. Demonstrate ability to provide specific information and resources in response to reference questions.	70	None
8. Demonstrate ability to keep appropriate records of receipts and expenditures for library media program funds.	66	Sec Tchrs
9. Demonstrate ability to prepare and justify a library media program budget request.	65	Elem Tchrs
10. Demonstrate ability to assist students in acquiring basic skills through the use of media resources.	64	Elem Tchrs
11. Demonstrate awareness that the manner in which the instructional program of the school is organized affects the way library media services are made available.	63	None
12. Demonstrate ability to plan learning activities and opportunities that motivate students to use media.	63	None
13. Demonstrate ability to maintain collections of materials and equipment using accepted inventory procedures and evaluation processes.	63	None
14. Demonstrate ability to develop and maintain effective working relationships among library media staff.	61	Elem Tchrs

TABLE I

THE 21 COMPETENCIES CONSIDERED ESSENTIAL FOR MEDIA SPECIALISTS

Competency	% of Total Ranking Essential	Sub-Group(s) Not Rating As Essential
15. Demonstrate ability to make effective use of available library media facilities.	60	Principals & Elem Tchrs
16. Demonstrate ability to establish procedures that assure optimum use of materials.	60	Principals & Elem Tchrs
17. Demonstrate ability to evaluate and select audio-visual and other library equipment using appropriate criteria.	59	Elem Tchrs
18. Demonstrate an awareness of school district policies that affect the administration of library media programs.	59	Elem Tchrs & Sec Tchrs
19. Demonstrate ability to apply principles of evaluation in selecting materials needed for the curriculum and for the individual users.	53	Principals Sec Tchrs Elem Tchrs
20. Demonstrate ability to establish procedures that assure optimum use of equipment.	53	Principals Sec Tchrs Elem Tchrs
21. Demonstrate ability to guide students in the development of discriminating reading, viewing, and listening habits.	51	Principals Sec Tchrs Media Specs

are often interdependent, of course, and in some cases do not fit into a single category. To "demonstrate ability to develop goals and functions of the media program which support the educational objectives of the total school program" (see Table 1, item 2) requires the management skill to develop goals, a teacher's perspective on educational objectives, and a librarian's understanding of possible media program functions. With these limitations in mind, let us look at the 21 essential competencies as they relate to these roles of the media specialist.

Teacher. -- There is not much argument among leaders in the profession about the importance of the teaching role of the school media specialist. It is heartening, therefore, to see that several proposed competencies in this area were considered essential. Guiding students in the use of library media, equipment, and services; teaching library media skills; assisting students in acquiring basic skills through the use of media resources; planning learning activities and opportunities that motivate students to use media; and guiding students in the development of discriminating reading, viewing, and listening habits all relate directly to the teaching role (see Table 1, items 1, 4, 10, 12, and 21).

Librarian. -- I construe the term "librarian" to mean one who evaluates and selects materials, circulates them, as well as providing access to non-local information and resources. Examination of Table 1 reveals that the media specialist, in his/her role as librarian, is expected to be able to establish, build, and maintain a collection; catalog and process materials for circulation; provide specific information and resources in response to reference questions; assure optimum use of materials and equipment; maintain collections of materials and equipment using accepted inventory procedures

and evaluation processes; make effective use of available facilities; evaluate and select audiovisual and other library equipment; and select materials needed for curriculum and for the individual user (see Table 1, items 5, 6, 7, 13, 15, 16, 17, 19 and 20). The major functions of librarians generally are considered essential for media specialists by Florida educators, with one notable exception. Several proposed competencies which called for the ability to provide access to non-local information and resources were not rated as essential. This point is discussed further on page 23 of this report.

Manager.-- The essential competencies in Table 1 include several which indicate that Florida educators expect a management function from media specialists. Planning is considered essential, for he/she must be competent to develop goals and functions of the library media program and to establish policies and procedures that achieve those goals (see Table 1, items 2 and 3). This planning is to be premised on an information base which includes knowledge of school district policies, the manner in which the instructional program of the local school is organized, and how these affect the library media program (see Table 1, items 11 and 18). The competence to prepare and justify a budget request and keep records of receipts and expenditures is needed, along with the ability to develop and maintain effective working relationships among library media staff (see Table 1, items 8, 9, and 14).

Ranking by Weighted Average

As explained in the procedure section of Chapter I, weighted averages were prepared for all responses. A tabulation for each of the six sub-groups and for the total response is shown in Appendix 2. RANKING BY WEIGHTED AVERAGE.... As expected, these rankings follow closely the ranking

obtained in Table 1, where competencies are ordered by the total percentage rating them essential.

We will now consider the 41 proposed competencies which were not considered essential according to the COTE formula.

CHAPTER III

COMPETENCIES WHICH WERE NOT CONSIDERED ESSENTIAL

Non-Essential Competencies Considered Essential by One or More Sub-Groups

School-Based Sub-Groups

Of the 41 proposed competencies which were not ranked as essential overall, ten were considered essential by at least one school-based sub-group* (see Table 2). As shown there, the district level media supervisors accounted for seven of the ten ratings, and were joined by building level media specialists on an eighth. Elementary teachers rated one additional item essential and building level media specialists another to account for the total of ten.

Media supervisors. -- Since an attempt was made to include all of Florida's district level media supervisors in this study, and 37 (86%) of the 43 supervisors contacted responded, it seems especially useful to examine the additional competencies they considered essential.

The media supervisors considered every one of the 21 essential competencies in Table 1 to be essential according to the COTE definition. They also rated the following competencies essential:

1. The teacher-oriented competencies enabling one to (a) provide in-service experiences to school faculty, (b) assist teachers in motivating students to read, and (c) participate in curriculum planning (see Table 2, items 3, 5, and 8).
2. The librarian-oriented competencies necessary to (a) develop and use collections of bibliographic sources for selecting materials

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*School district media supervisors, media specialists, principals, elementary teachers, and secondary teachers. Does not include the media educator sub-group, which is discussed separately at the end of this section.

TABLE 2

NON-ESSENTIAL COMPETENCIES CONSIDERED
ESSENTIAL BY ONE OR MORE SCHOOL-BASED SUB-GROUPS*

Competency	% of Total Rating Essential	Sub-Group Considering Essential by COTE Standard
1. Demonstrate ability to prepare statistical records and written reports of the library media program.	36	Media Supervisors
2. Demonstrate knowledge of processes of continuous evaluation of the library media program.	37	Media Supervisors
3. Demonstrate ability to provide school faculty with in-service experiences that facilitate effective use of media.	39	Media Supervisors
4. Demonstrate knowledge of emerging practices and innovations in library media programs.	40	Elementary Teachers
5. Demonstrate ability to assist teachers in motivating students to read.	43	Media Supervisors
6. Demonstrate ability to interpret and apply national, regional, state, and local standards and guidelines to library media programs.	44	Media Supervisors
7. Demonstrate ability to develop and use collections of bibliographic sources providing current reviews and information in selecting materials.	46	Media Supervisors
8. Demonstrate ability to participate in curriculum planning.	48	Media Supervisors
9. Demonstrate ability to direct library media staff in implementing policies and procedures for the library media program.	48	Media Specialists
10. Demonstrate ability to establish procedures for efficient acquisition of resources.	49	Media Supervisors & Media Specialists

*School District Media Supervisors, Media Specialists, Principals, Elementary Teachers, and Secondary Teachers Table does not give data on the Media Educator Sub-Group.

and (b) establish procedures for efficient acquisition of resources* (see Table 2, items 7 and 10).

3. The manager-oriented competencies needed to (a) prepare statistical records and written reports, (b) continuously evaluate the library media program, and (c) apply national, regional, state, and local standards and guidelines to building level media programs (see Table 2, items 1, 2, and 6).

In considering these eight competencies it is important to keep in mind that (with the one exception noted) the district level media supervisor group was the only school-based sub-group to consider them essential according to the COTE definition. Thus, the ability to participate in curriculum planning, for example, was viewed as essential by less than 51% of the building level media specialists, less than 51% of the principals, and less than 51% of the teachers who responded to the survey.

Others. -- As mentioned above, the building level media specialist joined the media supervisors in the opinion that the competence to establish procedures for efficient acquisition of resources is essential (see Table 2, item 10). Media specialists also considered the ability to direct library media staff essential, but they were alone in this (see Table 2, item 9).

The elementary teacher sub-group also considered one competency essential which was not considered essential overall, i.e., knowledge of emerging practices and innovation in library media programs (see Table 2, item 4).

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*Also considered essential by the media specialist sub-group.

Media Educators Sub-Group

The media educators sub-group considered most (58 of 62) of the proposed competencies essential, and thus were congruent with the group which had proposed them initially. The media educators surveyed did not consider the ability to recognize the need for new research, the ability to use existing research, an understanding of current concepts in communication theory, or an awareness of potential sources of media center funds as essential, however (see Table 3, items 1, 3, 8, and 28). On these four items the media educators are in accord with the total survey population, which also considered them non-essential.

Competencies Rejected by
Every School-Based Sub-Group

So far we have discussed those 31 competencies which have had either overall or partial support as essential according to the COTE definition. Not one of the remaining 31 competencies had any school-based sub-group in which 51% of the respondents rated it as essential. Moreover, in the case of eleven of these 31 less than 25% of the total respondent population considered them essential (see Table 3, items 1 through 11). As you will recall, all of the proposed competencies were considered essential by the library media profession's leaders.*

Those proposed competencies which were not considered essential by any school-based sub-group represent areas in which the media profession's current thinking with respect to entering level competencies is at

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*See the discussion of COTE Specialization Task Force, p. 1, supra.

TABLE 3

NON-ESSENTIAL COMPETENCIES

Competency	% of Total Rating Essential
1. Demonstrate ability to recognize need for research projects related to library media program development.	11
2. Demonstrate ability to recognize those library media management problems that would benefit from a review and application of current research.	13
3. Demonstrate ability to analyze, evaluate, and propose uses for information from research studies that relate to library media programs.	15
4. Demonstrate ability to determine when outside assistance is needed in designing and maintaining instructional technology systems for schools.	17
5. Demonstrate ability to identify and locate research related to the library media program.	18
6. Demonstrate ability to maintain contact with other library, education, and information agencies.	19
7. Demonstrate ability to involve users in the evaluation and selection of equipment.	21
8. Demonstrate an understanding of current concepts in communication theory.	22
9. Demonstrate knowledge of ways to evaluate library media staff.	22
10. Demonstrate ability to determine when locally produced materials are more effective and efficient than commercially produced materials.	23
11. Demonstrate ability to determine a staff development program for library media personnel based on task analysis.	23
12. Demonstrate knowledge of proposed legislation that affects the library media program.	26
13. Demonstrate ability to involve users in the evaluation and selection of materials.	28
14. Demonstrate knowledge of services and information available from local, regional, state, and national professional organizations.	29

TABLE 3 Continued
Non-Essential Competencies

Competency	% of Total Rating Essential
15. Demonstrate ability to prepare job descriptions for library media staff.	29
16. Demonstrate ability to participate in the selection of library media staff.	30
17. Demonstrate ability to plan organizational patterns for staffing library media centers.	30
18. Demonstrate ability to produce media for specific curriculum objectives.	30
19. Demonstrate ability to instruct and assist students and school staff in the production of media.	31
20. Demonstrate knowledge of state and federal laws and regulations applicable to the school library media program.	31
21. Demonstrate ability to assess the current status of the library media program in terms of national, regional, state, and local guidelines and standards.	32
22. Demonstrate ability to participate in planning library media facilities.	33
23. Demonstrate an understanding of current concepts of instructional technology.	33
24. Demonstrate ability to identify and prepare solutions for such potential problems in selection of materials as censorship, bias and stereotyping.	35
25. demonstrate ability to prepare multimedia bibliographies that meet the needs of students and school staff.	36
26. Demonstrate awareness that the physical arrangement of the overall school plant affects the way library media programs are made available.	36
27. Demonstrate ability to maintain a public relations program that communicates the contribution of library media programs to learning.	38
28. Demonstrate awareness of potential sources of funds available for support of the library media program.	39

TABLE 3 Continued
Non-Essential Competencies

Competency	% of Total Rating Essential
29. Demonstrate ability to plan for the use of space, facilities, equipment, and supplies in production of media.	43
30. Demonstrate ability to utilize the varied contributions and skills of each library media staff member.	43
31. Demonstrate ability to locate and use current information specifications in selecting equipment.	46

variance with that of most practitioners in the field. This section will outline those areas, with the rejected competencies organized into somewhat arbitrary groups. Each competency will be considered only once, even though the groups are not always clear-cut and mutually exclusive.

Competence in Research

Not one of the four proposed competencies related to research had more than 18% of all respondents rating it as essential (see Table 3, items 1, 2, 3, and 5). Neither the ability to recognize the need for new research, nor the ability to recognize problems that might be ameliorated by applying existing research information, nor the ability to propose uses for information from research studies, nor even the ability to identify and locate research related to the library media program is considered essential for the entering building level media specialist.

Competence as a Librarian

Media production and equipment. -- General and specific competencies alike were considered non-essential in this area. Neither an understanding of current concepts of instructional technology nor the ability to determine when outside assistance is needed in designing and maintaining instructional technology systems for schools was considered essential (see Table 3, items 23 and 24). The specific competencies media specialists would need to produce media themselves, to teach others how to produce it, to know when media should be produced locally rather than buying it, or to plan for the production of media were all rejected as essential (see Table 3, items 18, 19, 10, and 29). Moreover, the ability to locate and use current information and

specifications and to involve users in selecting equipment were not considered essential (see Table 3, items 31 and 7).

Some of these competencies could have been considered elsewhere (e.g. 31 and 7, above, could be viewed as selection items). This grouping was used on the assumption that there will be some interest in examining instructional technology and related items together.

Selecting and recommending materials. -- Two general selection competencies, in addition to the specialized equipment selection competencies discussed above, were considered non-essential. They were the ability to identify and prepare solutions for such potential problems as censorship, bias, and stereotyping and the ability to involve users in the evaluation and selection of materials (see Table 3, items 24 and 13). The ability to prepare multi-media bibliographies that meet the needs of students and school staff, which involves the ability to select and recommend from available resources, was also considered non-essential by every school-based sub-group (see Table 3, item 25)

Non-local information and resources. -- The limited view of the extent of a building media specialist's competencies seen in the research area is repeated here. A generally parochial view of what should be known and done about outside resources is held by a majority of respondents. Several of the proposed competencies would have required knowledge of information and resources from outside the local school. None of these were considered essential overall, and most were also rejected as essential by the school-based sub-groups.* No school-based

*See Table 2, items 2 and 6 for the exceptions to this generalization.

sub-group considered it essential that media specialists know about proposed library legislation, applicable state and federal laws, or how to assess a media program's status against national, regional, state, and local guidelines and standards (see Table 3, items 12, 20, and 21). It was not considered essential that they know about services and information available from professional organizations, nor even that they have the ability to maintain contact with other libraries and information agencies (see Table 3, items 6 and 14).

Competence as a Manager

Planning, staffing, and communicating are among the capabilities considered necessary for managers generally. To a limited extent planning and staffing were considered essential for school media specialists (see Table 1, the 21 Competencies Considered Essential..., items 2, 3, and 14). As shown below, several proposed planning and staffing competencies were rejected as essential and the two competencies specifically related to communicating were both rejected.

Planning. -- It was not considered essential that media specialists possess information needed for planning to tap potential sources of funds nor that they know how the physical arrangement of the total school plant effects planning for library media services (see Table 3, items 28 and 26). The ability to use task analysis to plan for library media staff development and the ability to participate in planning library media facilities were also considered non-essential (see Table 3, items 11 and 22).

Staffing. -- It was not considered essential that beginning media specialists be able to prepare job descriptions or help select staff members (Table 3, items 15 and 16). Nor are they expected to be able

to organize and utilize staff members or to know how to evaluate them (see Table 3, items 17, 30, and 9). These competencies were rejected as essential even though the cover material for the survey included a definition of library media staff which extended it to include "all personnel...including...adult volunteers and student assistants." If that definition was overlooked or forgotten, it would be understandable that these competencies would not be considered essential in media centers with only one professional staff member.

Communicating. -- Both the general competence to understand current concepts in communication theory and the more specific ability to maintain a public relations program that communicates the contribution of library media programs to learning were considered non-essential (see Table 3, items 8 and 27).

This completes the Data Summary. A final chapter with a summary and conclusions and recommendations follows.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Introduction

What should Florida's school library media specialists know and be able to do? An important first step toward an answer was taken in 1978, when a list of proposed competencies for school library media specialists was compiled by a Florida Department of Education Council on Teacher Education (COTE) Task Force. Related research showed significant difference between the views of leaders in the media profession (such as the COTE Task Force) and those of other school personnel on desired roles of media specialists. It seemed reasonable, therefore, to assume that lack of agreement also existed in Florida with respect to some of the COTE competencies. With the support of leaders in the Florida Association for Media in Education and key officers in the Florida Department of Education a study to validate these competencies was conducted during 1980.

Methodology

A status study was conducted to validate the specialization competencies proposed by the DOE Task Force. A stratified random sample of Florida educators was surveyed and asked to evaluate each competency on a scale of 1, essential; 2, very important; 3, could get by without, 4, not needed, or 5, not qualified to respond.

A total of 523 potential respondents was identified and contacted with an initial questionnaire survey and one follow-up mailing. Five school-based sub-groups--school district media supervisors, building level media specialists, principals, elementary teachers and

secondary teachers--were surveyed along with a sixth sub-group comprised of Florida media educators. The overall return was 355 usable responses, or 67.88 per cent. Responses were coded for machine tabulation and frequency distribution tables were prepared. These tables were examined to determine which competencies were considered essential and according to the COTE definition of essential, i.e., "85% of the respondents must consider the competency 'very important' with 51% considering it 'essential'." Figure 1, below, gives an overview of the extent to which the competencies were considered essential. Weighted averages were also calculated to permit rank ordering of competencies for each population group and for the total response.

FIGURE 1

COMPETENCIES CONSIDERED ESSENTIAL AND NOT ESSENTIAL

ESSENTIAL (21 of 62)			NOT ESSENTIAL (41 of 62)	
Essential By Every Sub-Group	Essential Overall, but not Unanimous	Rejected Overall, But Thought Essential By One Or More School-Based Sub-Groups	Rejected Overall And Rejected By Every School-based Sub-Group	Rejected By Every Sub-Group
10 (16%)	11 (18%)	10 (16%)	27 (44%)	4 (6%)

Competencies Which Were Considered Essential

A total of 21 of the 62 competency statements met the COTE definition of essential. The competencies were grouped for convenience into teacher, librarian, and manager-oriented competencies.

Teacher-Oriented

It was considered essential that media specialists be competent to guide students in the use of library media and equipment; teach library media skills; help students acquire basic skills; plan learning activities to motivate students to use media; and guide students in the development of discriminating reading, viewing, and listening habits.

Librarian-Oriented

The media specialist is expected to be able to select materials and equipment; establish, build, and maintain a collection; catalog and process materials for circulation; respond to reference questions; and use materials, equipment, and facilities effectively.

Manager-Oriented

It was considered essential that media specialists know school district policies and the building instructional program and how these affect the library media program. With this as a base they are expected to develop goals and functions for their program and establish policies and procedures to achieve them. Media specialists are also expected to be able to prepare a budget, keep financial records, and maintain effective working relationships among library media staff.

Competencies Which Were Not Considered Essential

Non-Essential Overall, But Considered Essential by One or More Sub-Groups

School-based sub-groups. -- Of the 41 competencies which were not rated high enough to be considered essential overall, ten were

considered essential by one or more school-based sub-groups. District media supervisors perceived seven additional competencies as essential, building media specialists one and elementary teachers one. One additional competency was considered essential by both media specialists and media supervisors.

Media educators sub-group. -- The media educators sub-group considered 58 of the 62 proposed competencies essential.

Competencies Rejected by Every School-Based Sub-Group

The 31 rejected competencies shown in Table 3 were not considered essential according to the COTE definition by any of the five school-based sub-groups. The rejected competencies were in the areas of research capability, instructional technology, access to non-local information and resources, selection, and management.

Conclusions and Recommendations

Conclusion #1

A major and pivotal conclusion is the positive one that there are significant and useful areas of agreement with respect to the competencies considered essential for beginning school library media specialists. The 21 proposed competencies which were considered essential according to the COTE definition represent, as I see it, an empirically-based set of common assumptions about media specialists which can undergird planning at several levels.

Recommendations

(a) At the building level, a library media center staff should consider discussing the essencial competencies with the principal and key faculty members when making plans and setting priorities for the immediate school year and beyond. These plans could then become the

basis for evaluating the media center staff and programs.

(b) District level media supervisors should consider using the essential competencies to help in setting priorities, as a basis for selecting new employees, and in deciding what areas to emphasize in in-service programs.

(c) Colleges and universities which prepare school library media specialists should use this information to examine their program content and insure that instruction to provide every one of the essential competencies is included.

(d) The Florida Department of Education should review the current requirements for certification as a school library media specialist, and consider revisions based on the findings of this study.

(e) A set of performance standards should be developed so that applicants for certification as a school library media specialist could be tested for attainment of the essential competencies.

Conclusion #2

While the data can be considered valid for Florida schools generally, there are likely to be variations in what would be considered essential competencies in any given school district.

Recommendation

A district-wide study analogous to this one should be conducted to check for local differences in those districts where conditions seem to warrant it.

Conclusion #3

The expectations of the media educators sub-group were generally in accord with those of the COTE Task Force which drew up the list of proposed competencies, since all but four of the proposed competencies

in this study were considered essential by the media educators sub-group. Since 27 of the competencies considered essential by the media educators sub-group were not considered essential by even one school-based respondent group, one must conclude that the media educators (and by extension, those who drew up the proposed list) are often not in step with school-based personnel with respect to their perceptions of what competencies are essential for media specialists.

The ideals posited by professional leaders and professional standards represent worthwhile goals, but goals that need to be considered in the context of local constraints which may make them unattainable.

Recommendations

(a) Media educators need to examine those competency areas which they consider essential but the overall population does not. I believe that some competencies, such as the ability to participate in curriculum planning or assist teachers in motivating students to read are important enough to warrant determined efforts to change the perceptions of media specialists, principals, and teachers with respect to their essential nature. Some might argue that activities such as those in the example above need not be considered as essential initially, since they can be gained later through experience and in-service education. Unfortunately, inertia on the part of the media specialist and the role expectations held by faculty and students based on initial performance make such changes difficult.

(b) It is recommended further that the rejected competencies, especially those in Table 2 "Non-Essential Competencies Considered Essential by One or More School-Based Sub-Group," be reviewed by an

appropriate group, such as an ad hoc committee of the Florida Association for Media in Education. The proposed committee would, for each rejected competency, recommend whether or not an attempt should be made by media specialists, media educators, and media supervisors to "sell" it as essential, and give the rationale for their decision in each case. What may be needed is recognition by media educators and leaders in the profession that some of the competencies we have valued will have to be assigned secondary, rather than primary importance in school media centers.

Conclusion #4

Apparently the fundamental interrelationship between libraries and research and inquiry is not recognized by personnel in Florida schools today.

This conclusion is based on the fact that only 18% of all respondents (and coincidentally 18% of the media specialist sub-group) consider the ability to identify and locate research related to the library media program an essential competency, and the other three proposed research competencies were rated even lower. This is in a profession which espouses the principle that when people attempt to solve problems intelligently they do not attack them blindly and willy-nilly, but attempt to identify and locate relevant existing information as a starting point instead.

Recommendations

Leaders in the profession generally, and we who are media educators in particular, should review our performance as models. Our attitude toward honest inquiry into problems that appear to require research and our use of research and evaluation results in our work may well be

saying more than we realize about what is really essential to us. Too often we say one thing and do another, not only in research, but in other areas such as instructional technology as well. It seems reasonable to ask whether the rejection of many competencies as essential by school-based personnel could stem from this condition.

APPENDIX 1

INSTRUCTIONS, SURVEY INSTRUMENT, COVER LETTERS, AND ENCLOSURES

INSTRUCTION SHEET

DIRECTIONS

Please respond to each item by circling the appropriate number on the questionnaire. Remember, all your answers are anonymous. Do not put your name on the questionnaire. Your position and school have been included at the beginning of the questionnaire to permit a follow-up mailing but no school or individual will be identified in reports of the findings.

Rating the Competencies

To the right of each competency statement are five possible responses: (1) essential; (2) very important; (3) could get by without (4) not needed; (5) not qualified to respond. Simply circle the number to the right of the competency statement which most closely corresponds to your assessment of its importance.

Selecting Response Frames

Essential, very important, could get by without, and not needed: The first four responses are meant to apply to minimal entry level skills or attributes necessary to fulfill the professional functions of a school library media specialist. As you review the behavioral descriptions in the survey, simply ask yourself, "How necessary is this behavior (or skill, or attribute, etc.) for effective performance upon entry into the field?" Keep in mind that the competencies are for certification of media specialists from K-12 as you respond.

Not Qualified to Respond: There is an important reason for including this category. Since this study is soliciting opinions from some sub-groupings of professionals not directly involved in the specialization area, you are not expected to possess absolute knowledge in a given area in order to rate the competencies. It is your opinion from your perspective as a supervisor, as a classroom teacher, or whatever, that is important. However, if you feel you lack even the minimal knowledge necessary to form a reasonable opinion about a particular competency, then mark #5, "Not qualified to respond." In such cases your response will not be included in the statistical breakdown that will determine that particular competency's essentialness.

For example, if you felt that the statement given below was "essential," you would circle the numeral "1". On the other hand, if you felt you lacked the knowledge to form an intelligent opinion about the statement, you would circle the numeral "5", as in the example that follows.

	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
Demonstrate the ability to apply school law to school library media programs	1	2	3	4	(5)

Definitions

In responding to the questionnaire, you may want to refer back occasionally to the following definitions:

Competency: The ability to respond adequately and appropriately, with an exhibition of knowledge or a practical demonstration, to those situations which are likely to occur in an educational setting involving the specialization area being considered.

Essential Competency: In effect, you will be defining which competencies are essential by responding to this survey. As a matter of policy, COTE has determined that any competency rated "very important" by 85% of the respondents, with 51% rating it "essential", will be deemed "essential" to the teaching process.

The following definitions have been used in developing the specialization competency statements:

(1) media - all forms of printed and audiovisual materials and the equipment required for utilization.

(2) library media program - all services furnished to students and teachers through a library media center and its staff, including basic skills development, instructional design, media collection development, media program management, media production, staff development, consultative and information services.

(3) library media staff - all personnel working in a library media center, including professional library media specialists, library media aides or technicians, adult volunteers, and student assistants.

(4) school staff - all personnel working within the school, including teachers, administrators, curriculum assistants and volunteers.

THANK YOU FOR YOUR COOPERATION.

School _____ County _____

(To permit follow-up mailing. At no time will responses be associated with schools or individuals.)

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service as a media specialist at any level from K-12.	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
Competencies in Library Media	1	2	3	4	5
	Circle your response below.				
1. Demonstrate knowledge of emerging practices and innovations in library media programs.	1	2	3	4	5
2. Demonstrate an understanding of current concepts of instructional technology.	1	2	3	4	5
3. Demonstrate an understanding of current concepts in communications theory.	1	2	3	4	5
4. Demonstrate ability to interpret and apply national, regional, state, and local standards and guidelines to library media programs.	1	2	3	4	5
5. Demonstrate ability to develop goals and functions of the library media program which support the educational objectives of the total school program.	1	2	3	4	5
6. Demonstrate ability to establish policies and procedures that achieve goals of the library media program.	1	2	3	4	5
7. Demonstrate an awareness of school district policies that affect the administration of library media programs.	1	2	3	4	5
8. Demonstrate awareness that the manner in which the instructional program of the school is organized affects the way library media services are made available.	1	2	3	4	5
9. Demonstrate awareness that the physical arrangement of the overall school plant affects the way library media services are made available.	1	2	3	4	5
10. Demonstrate ability to participate in curriculum planning.	1	2	3	4	5
11. Demonstrate ability to guide students and school staff in the use of library media, equipment, and services to meet instructional objectives.	1	2	3	4	5

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service as a media specialist at any level from K-12.

	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
	1	2	3	4	5
	Circle your response below.				
12. Demonstrate ability to guide students in the development of discriminating reading, viewing, and listening habits.	1	2	3	4	5
13. Demonstrate ability to assist students in acquiring basic skills through the use of media resources.	1	2	3	4	5
14. Demonstrate ability to assist teachers in motivating students to read.	1	2	3	4	5
15. Demonstrate ability to plan learning activities and opportunities that motivate students to use media.	1	2	3	4	5
16. Demonstrate ability to teach library media skills.	1	2	3	4	5
17. Demonstrate ability to provide specific information and resources in response to reference questions.	1	2	3	4	5
18. Demonstrate ability to prepare multimedia bibliographies that meet the needs of students and school staff.	1	2	3	4	5
19. Demonstrate ability to provide school faculty with inservice experiences that facilitate effective use of media.	1	2	3	4	5
20. Demonstrate ability to establish, build, and maintain a balanced comprehensive collection of varied types of media and resources.	1	2	3	4	5
21. Demonstrate ability to develop and use collections of bibliographic sources providing current reviews and information in selecting materials.	1	2	3	4	5
22. Demonstrate ability to locate and use current information and specifications in selecting equipment.	1	2	3	4	5

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service as a media specialist at any level from K-12.

	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
	1	2	3	4	5
23. Demonstrate ability to apply principles of evaluation in selecting materials needed for the curriculum and for the individual users.	1	2	3	4	5
24. Demonstrate ability to evaluate and select audiovisual and other library equipment using appropriate criteria.	1	2	3	4	5
25. Demonstrate ability to identify and prepare solutions for such potential problems in selection of materials as censorship, bias and stereotyping.	1	2	3	4	5
26. Demonstrate ability to involve users in the evaluation and selection of materials.	1	2	3	4	5
27. Demonstrate ability to involve users in the evaluation and selection of equipment.	1	2	3	4	5
28. Demonstrate ability to determine when locally produced materials are more effective and efficient than commercially produced materials.	1	2	3	4	5
29. Demonstrate ability to produce media for specific curriculum objectives.	1	2	3	4	5
30. Demonstrate ability to instruct and assist students and school staff in the production of media.	1	2	3	4	5
31. Demonstrate ability to establish procedures for efficient acquisition of resources.	1	2	3	4	5
32. Demonstrate ability to catalog and process materials for circulation.	1	2	3	4	5
33. Demonstrate ability to establish procedures that assure optimum use of materials.	1	2	3	4	5

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service as a media specialist at any level from K-12.

	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
	1	2	3	4	5
	Circle your response below.				
34. Demonstrate ability to establish procedures that assure optimum use of equipment.	1	2	3	4	5
35. Demonstrate ability to maintain collections of materials and equipment using accepted inventory procedures and evaluation processes.	1	2	3	4	5
36. Demonstrate ability to prepare and justify a library media program budget request.	1	2	3	4	5
37. Demonstrate ability to keep appropriate records of receipts and expenditures for library media program funds.	1	2	3	4	5
38. Demonstrate awareness of potential sources of funds available for support of the library media program.	1	2	3	4	5
39. Demonstrate ability to plan organizational patterns for staffing library media centers.	1	2	3	4	5
40. Demonstrate ability to prepare job descriptions for library media staff.	1	2	3	4	5
41. Demonstrate ability to participate in the selection of library media staff.	1	2	3	4	5
42. Demonstrate ability to direct library media staff in implementing policies and procedures for the library media program.	1	2	3	4	5
43. Demonstrate ability to utilize the varied contributions and skills of each library media staff member.	1	2	3	4	5
44. Demonstrate ability to develop and maintain effective working relationships among library media staff.	1	2	3	4	5
45. Demonstrate ability to determine a staff development program for library media personnel based on task analysis.	1	2	3	4	5

Please rate each competency with respect to how essential it is as a minimum competency for eacn professional to have prior to beginning service as a media specialist at any level from K-12.

	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
	1	2	3	4	5
	Circle your response below.				
46. Demonstrate knowledge of ways to evaluate library media staff.	1	2	3	4	5
47. Demonstrate ability to participate in planning library media facilities.	1	2	3	4	5
48. Demonstrate ability to make effective use of available library media facilities.	1	2	3	4	5
49. Demonstrate ability to plan for the use of space, facilities, equipment, and supplies in production of media.	1	2	3	4	5
50. Demonstrate knowledge of processes of continuous evaluation of the library media program.	1	2	3	4	5
51. Demonstrate ability to assess the current status of the library media program in terms of national, regional, state, and local guidelines and standards.	1	2	3	4	5
52. Demonstrate ability to prepare statistical records and written reports of the library media program.	1	2	3	4	5
53. Demonstrate ability to maintain a public relations program that communicates the contribution of library media programs to learning.	1	2	3	4	5
54. Demonstrate ability to maintain contact with other library, education, and information agencies.	1	2	3	4	5
55. Demonstrate ability to determine when outside assistance is needed in designing and and maintaining instructional technology systems for schools.	1	2	3	4	5
56. Demonstrate knowledge of state and federal laws and regulations applicable to the school library media program.	1	2	3	4	5
57. Demonstrate knowledge of proposed legislation that affects the library media program.	1	2	3	4	5

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service as a media specialist at any level from K-12.

	Essential	Very Important	Could Get By Without	Not Needed	Not Qualified To Respond
	1	2	3	4	5
	Circle your response below.				
58. Demonstrate ability to recognize those library media management problems that would benefit from a review and application of current research.	1	2	3	4	5
59. Demonstrate ability to identify and locate research related to the library media program.	1	2	3	4	5
60. Demonstrate ability to analyze, evaluate, and propose uses for information from research studies that relate to library media programs.	1	2	3	4	5
61. Demonstrate ability to recognize need for research projects related to library media program development.	1	2	3	4	5
62. Demonstrate knowledge of services and information available from local, regional, state, and national professional organizations.	1	2	3	4	5

Thank you for your participation in this study. Every effort was made to make the above competency statements comprehensive. However, if you feel that there is an essential competency which has been omitted from this survey, or if you have any other comments, please write them on the back of this sheet. Please use the enclosed envelope and return this survey as soon as possible to Fred C. Pfister, Department of Library, Media, and Information Studies, University of South Florida, Tampa, Florida 33620.

COVER LETTER SENT TO ALL RESPONDENTS

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

DEPARTMENT OF LIBRARY, MEDIA AND INFORMATION STUDIES
TAMPA, FLORIDA 33620

813: 974-2557

May 15, 1980

Dear Colleague:

During the 1975-76 school year, the Council on Teacher Education conducted a statewide study to identify the basic competencies essential to all classroom teachers and other certified personnel in Florida, as well as methods for assessing those competencies. Thus the Council gained a professional consensus on 23 generic competencies deemed essential to all classroom teachers, regardless of grade level or area of specialization.

Now we, the undersigned, are conducting a similar study to determine specific competencies deemed essential by appropriate professional groups for the school library media specialization area. Your name was drawn as one of a selected random sample, either as a practicing school library media specialist or as a member of a related professional sub-group.

It would be difficult to overstate the importance of this study. By asking the professionals themselves, we intend to determine the possibilities for improving preservice education, inservice training, and certification for school library media specialists.

Since the sampling techniques we are employing for this survey require a very high degree of respondent participation, your reply is very important to its accuracy. Of course, all replies are confidential.

We have designed the survey to be self-administering so that you may fill it out at your convenience. In most cases, you will be able to complete the survey in 30 to 45 minutes.

We have also attempted to provide some background with the attached summary, but it is not necessary to read it to respond to the survey.

Please complete and return the survey in the enclosed return envelope at your earliest convenience, but no later than May 30, 1980.

Thank you for your cooperation.

Fred C. Pfister
Fred C. Pfister
Associate Professor
Department of Library, Media, and Information Studies
University of South Florida

Eloise T. Groover
Eloise T. Groover
Administrator
School Library Media Services
State of Florida
Department of Education

Patricia S. Deniston
Patricia S. Deniston
President
Florida Association for Media in Education, Inc.

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46

SUMMARY SENT TO ALL RESPONDENTS

SUMMARY:

School Library Media Specialist Competency Study

In 1978 a list of 71 competencies for school library media specialists was compiled by a Florida Department of Education Council on Teacher Education (COTE) Task Force. Previous research has shown significant differences between the views of leaders in the media profession (such as the COTE Task Force) and those of other school personnel on desired roles of media specialists. It seems reasonable, therefore, to assume that lack of agreement also exists in Florida with respect to the competencies developed by the COTE task force. It is the position of leaders in the Florida Association for Media in Education, key personnel in the Florida Department of Education, and others that these competencies should be validated.

The study will validate the specialization competencies proposed by the COTE Task Force. A sample of Florida educators is being asked to evaluate each competency. Frequency distribution tables will be prepared and examined to determine which competencies are considered assential according to the COTE definition of essential, i.e., "85% of the respondents must consider the competency 'Very Important' with 51% considering it 'Essential'." Weighted averages will also be calculated to permit rank ordering of competencies for each population group and cross-comparisons between groups.

This study is needed because those responsible for pre-service and in-service education for school library media specialists need information on just which competencies are considered essential by all Florida educators. Without this information they will continue to guess at what is needed. It is anticipated that valid information on which competencies are considered essential will verify areas of instruction needed for school library media specialists. The findings will provide an essential base for projected future research on ways to certify student attainment of desired competencies. The study will be significant to the Florida Department of Education School Media Services Section, to the universities which prepare school media specialists, to school media supervisors and to the principals, classroom teachers and others who work directly with the school media specialists at the building level.

If you would like further information about the study please contact Dr. Fred C. Pfister, Associate Professor, Department of Library, Media, and Information Studies, University of South Florida, Tampa, Florida 33620.

PRINCIPAL'S COVER LETTER FOR MEDIA SPECIALIST RESPONDENT

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

DEPARTMENT OF LIBRARY, MEDIA AND INFORMATION STUDIES
TAMPA, FLORIDA 33620

813: 974-2557

May 15, 1980

Dear Principal:

As you may know, there are no competencies identified for certifying Florida media specialists. An attempt is now being made to determine the competencies which are deemed essential for school library media specialists by Florida classroom teachers, school principals, and practicing media specialists.

Would you please help identify essential competencies for school library media specialists by transmitting the enclosed survey and cover letter to your library media specialist, who has been drawn as part of a stratified random sample of Florida educators. If your school has two or more media specialists, please give the survey to the one whose last name would be last in an alphabetic listing.

The significance and sponsorship of the study are outlined below, but you are welcome to read and/or photo copy the enclosures if you want more complete information, and to telephone me if you have any questions.

Significance: The information obtained will be useful as a guide for improving preservice education, in-service training, and certification for school library media specialists. It will also provide a set of agreed upon competencies which principals should be able to expect of building level media specialists.

Sponsorship: I am conducting this study under a University of South Florida Co-lege of Education Faculty Research Grant in cooperation with Eloise T. Groover, Administrator, School Library Media Services, State of Florida, Department of Education. The study has been formally endorsed by the Florida Association for Media in Education (FAME), the major professional organization for Florida media specialists, and Patricia S. Deniston, President of FAME, is also cooperating in the study.

The logistics of surveying a truly random sample of Florida educators make it necessary to seek cooperation from someone at the building level. It is our judgment that you, as principal, are the logical one to ask, and we hope you will be willing to help in this way. Thank you very much.

Sincerely,

Fred C. Pfister

Fred C. Pfister
Associate Professor

FCP:pc

Encl.

THE UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION

PRINCIPAL'S COVER LETTER FOR CLASSROOM TEACHER RESPONDENT

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

DEPARTMENT OF LIBRARY, MEDIA AND INFORMATION STUDIES
TAMPA, FLORIDA 33620

813: 974-2557

May 15, 1980

Dear Principal:

As you may know, there are no competencies identified for certifying Florida media specialists. An attempt is now being made to determine the competencies which are deemed essential for school library media specialists by Florida classroom teachers, school principals, and practicing media specialists.

Would you please help identify essential competencies for school library media specialists by transmitting the attached survey and cover letter to the classroom teacher in your school whose name is fifth on your building teacher roster. If the fifth person is not a classroom teacher (e.g., if he/she is a media specialist, or a guidance counselor) please give it to the next person on the roster who is a classroom teacher.

The significance and sponsorship of the study are outlined below, but you are welcome to read and/or photo copy the enclosures if you want more complete information, and to telephone me if you have any questions.

Significance: The information obtained will be useful as a guide for improving preservice education, in-service training, and certification for school library media specialists. It will also provide a set of agreed upon competencies which principals should be able to expect of building level media specialists.

Sponsorship: I am conducting this study under a University of South Florida College of Education Faculty Research Grant in cooperation with Eloise T. Groover, Administrator, School Library Media Services, State of Florida, Department of Education. The study has been formally endorsed by the Florida Association for Media in Education (FAME), the major professional organization for Florida media specialists, and Patricia S. Deniston, President of FAME, is also cooperating in the study.

The logistics of surveying a truly random sample of Florida educators make it necessary to seek cooperation from someone at the building level. It is our judgment that you, as principal, are the logical one to ask, and we hope you will be willing to help in this way. Thank you very much.

Sincerely,

Fred C Pfister

Fred C. Pfister
Associate Professor

FCP:pc

Encl.

THE UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION

EXAMPLE OF COVER LETTER FOR FOLLOW-UP MAILING

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

DEPARTMENT OF LIBRARY, MEDIA AND INFORMATION STUDIES
TAMPA, FLORIDA 33620

813 974-2557

June 4, 1980

Dear Principal:

In mid-May a copy of the attached survey was sent to your office under an explanatory cover letter for transmittal to a media specialist in your school. Since I have as yet received no reply to the May letter, would you please forward this letter and the attached follow-up survey to your media specialist, or to the media specialist whose name would be last in an alphabetic list, if you have more than one. I hope she/he can find time to respond by July 1, 1980, since replies from media specialists are clearly fundamental to the study, and each response is very important.

If you wish to review the nature and purpose of the study being conducted please feel free to examine the attached materials. Thank you very much for your cooperation.

Sincerely,

Fred C Pfister

Fred C. Pfister
Associate Professor

msc

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EXAMPLES OF ENCLOSURES

ENCLOSURE SENT TO SCHOOL MEDIA SUPERVISORS AND MEDIA EDUCATORS

This survey is being sent to a stratified random sample of Florida educators and to every school media supervisor. We believe your responses are essential to the success of the study, and urge you to respond.

Fred Pfister, Eloise Groover, Pat Deniston

ENCLOSURE FOR INITIAL MAILING SENT TO PRINCIPALS OF SCHOOLS WITH MORE THAN ONE RESPONDENT

Two surveys have been sent to your school: one for response from a school principal and one for response from a media specialist. The identification of two respondents from your school is a result of the random selection process used in drawing our sample.

Fred Pfister

APPENDIX 2

RANKING BY WEIGHTED AVERAGE FOR

TOTAL RESPONSE AND FOR EACH SUB-GROUP

RANKING BY WEIGHTED AVERAGE - TOTAL RESPONSE

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.*	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	3.8813	11	22.	3.4245	31	43.	3.1581	30
2.	3.7784	16	23.	3.3954	10	44.	3.1547	47
3.	3.7740	6	24.	3.3906	42	45.	3.1388	26
4.	3.7542	5	25.	3.3768	21	46.	3.1296	51
5.	3.7272	20	26.	3.3693	22	47.	3.1025	29
6.	3.6876	17	27.	3.3618	4	48.	3.1011	41
7.	3.6807	32	28.	3.3615	43	49.	3.0769	39
8.	3.6195	37	29.	3.3589	14	50.	3.0594	57
9.	3.6182	36	30.	3.3399	1	51.	3.0442	40
10.	3.6129	8	31.	3.3295	49	52.	3.0283	3
11.	3.6079	35	32.	3.2812	50	53.	3.0237	46
12.	3.6011	15	33.	3.2678	19	54.	3.0114	54
13.	3.5942	13	34.	3.2507	18	55.	2.9845	45
14.	3.5807	48	35.	3.2485	38	56.	2.9657	28
15.	3.5780	44	36.	3.2463	25	57.	2.9014	59
16.	3.5762	33	37.	3.2436	2	58.	2.8898	27
17.	3.5508	7	38.	3.2429	9	59.	2.8238	58
18.	3.5480	24	39.	3.2285	53	60.	2.8181	55
19.	3.4914	34	40.	3.1971	56	61.	2.7573	60
20.	3.4857	23	41.	3.1742	52	62.	2.6726	61
21.	3.4630	12	42.	3.1695	62			

* See Appendix 1 for a copy of the Questionnaire.

RANKING BY WEIGHTED AVERAGE -- MEDIA SPECIALISTS

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	3.8809	11	22.	3.4567	12	43.	3.1818	41
2.	3.8142	6	23.	3.4532	42	44.	3.1504	62
3.	3.8067	5	24.	3.4086	14	45.	3.1250	40
4.	3.7990	16	25.	3.4019	10	46.	3.1142	26
5.	3.7320	20	26.	3.3902	43	47.	3.1095	30
6.	3.6956	17	27.	3.3725	21	48.	3.1029	51
7.	3.6730	37	28.	3.3428	4	49.	3.1000	57
8.	3.6380	36	29.	3.3365	22	50.	3.0700	46
9.	3.6315	48	30.	3.3285	49	51.	3.0656	39
10.	3.6267	35	31.	3.3236	53	52.	3.0388	29
11.	3.6067	33	32.	3.3142	38	53.	3.0261	45
12.	3.6047	7	33.	3.3076	18	54.	3.0048	54
13.	3.6000	8	34.	3.2870	1	55.	2.9567	3
14.	3.5970	44	35.	3.2666	9	56.	2.9563	28
15.	3.5833	13	36.	3.2608	50	57.	2.9126	59
16.	3.5761	32	37.	3.2243	25	58.	2.8571	27
17.	3.5598	15	38.	3.2195	47	59.	2.8316	58
18.	3.5311	24	39.	3.2105	19	60.	2.8097	55
19.	3.5192	23	40.	3.2057	52	61.	2.7688	60
20.	3.5095	34	41.	3.1971	56	62.	2.6934	61
21.	3.4759	31	42.	3.1857	2			

RANKING BY WEIGHTED AVERAGE -- MEDIA SUPERVISORS

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	3.9729	11	22.	3.5405	24	43.	3.2702	49
2.	3.8648	16	23.	3.5405	31	44.	3.1891	29
3.	3.8648	20	24.	3.5313	2	45.	3.1351	56
4.	3.8108	5	25.	3.5277	14	46.	3.0540	46
5.	3.7837	17	26.	3.5277	34	47.	3.0277	38
6.	3.7567	6	27.	3.5277	37	48.	3.0270	3
7.	3.7567	15	28.	3.5135	7	49.	2.9729	54
8.	3.7567	19	29.	3.5135	48	50.	2.9459	28
9.	3.7027	8	30.	3.4594	50	51.	2.9459	47
10.	3.7027	13	31.	3.4324	1	52.	2.9459	57
11.	3.7027	32	32.	3.4324	52	53.	2.9444	39
12.	3.6486	23	33.	3.4054	25	54.	2.9444	40
13.	3.6388	36	34.	3.4054	30	55.	2.9444	41
14.	3.6216	10	35.	3.3888	42	56.	2.9444	45
15.	3.6111	35	36.	3.3888	43	57.	2.9166	59
16.	3.6111	44	37.	3.3783	22	58.	2.8918	55
17.	3.5945	33	38.	3.3783	53	59.	2.8055	58
18.	3.5945	51	39.	3.3333	62	60.	2.7027	27
19.	3.5675	12	40.	3.3243	26	61.	2.6667	60
20.	3.5405	4	41.	3.2972	18	62.	2.5000	61
21.	3.5405	21	42.	3.2702	9			

RANKING BY WEIGHTED AVERAGE -- ELEMENTARY TEACHERS

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	3.9375	11	22.	3.3750	23	43.	3.0967	62
2.	3.8387	16	23.	3.3750	31	44.	3.0937	30
3.	3.8125	5	24.	3.3750	49	45.	3.0625	9
4.	3.7931	15	25.	3.3667	44	46.	3.0000	26
5.	3.7333	13	26.	3.3548	2	47.	3.0000	51
6.	3.7187	6	27.	3.3225	14	48.	3.0000	57
7.	3.7187	32	28.	3.3225	36	49.	2.9687	53
8.	3.6774	20	29.	3.3125	56	50.	2.9062	27
9.	3.6129	12	30.	3.3103	38	51.	2.9062	54
10.	3.5483	17	31.	3.2758	42	52.	2.8667	40
11.	3.5312	8	32.	3.2667	18	53.	2.8667	46
12.	3.5000	24	33.	3.2580	4	54.	2.8518	45
13.	3.4838	7	34.	3.2500	1	55.	2.8387	28
14.	3.4687	48	35.	3.2000	21	56.	2.8275	52
15.	3.4516	35	36.	3.1875	3	57.	2.8148	59
16.	3.4375	10	37.	3.1875	50	58.	2.8000	41
17.	3.4193	22	38.	3.1724	25	59.	2.7931	58
18.	3.4137	37	39.	3.1612	19	60.	2.7142	55
19.	3.4062	29	40.	3.1333	43	61.	2.7142	60
20.	3.4062	33	41.	3.1250	47	62.	2.5714	61
21.	3.3870	34	42.	3.0967	39			

RANKING BY WEIGHTED AVERAGE -- SECONDARY TEACHERS

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	3.8529	11	22.	3.3529	7	43.	3.0882	19
2.	3.6969	17	23.	3.3428	22	44.	3.0857	29
3.	3.6470	32	24.	3.3333	42	45.	3.0645	45
4.	3.6470	6	25.	3.3142	18	46.	3.0606	51
5.	3.6285	44	26.	3.3142	34	47.	3.0606	54
6.	3.6176	5	27.	3.2857	49	48.	3.0571	10
7.	3.5714	24	28.	3.2727	31	49.	3.0303	57
8.	3.5714	35	29.	3.2571	12	50.	3.0294	52
9.	3.5588	36	30.	3.2058	30	51.	3.0000	3
10.	3.5428	8	31.	3.2000	2	52.	3.0000	14
11.	3.5428	48	32.	3.2000	47	53.	2.9687	46
12.	3.5294	16	33.	3.1875	39	54.	2.9142	28
13.	3.5151	37	34.	3.1818	56	55.	2.9117	27
14.	3.5142	33	35.	3.1764	62	56.	2.8571	59
15.	3.5000	20	36.	3.1714	50	57.	2.8181	43
16.	3.4857	15	37.	3.1470	23	58.	2.7878	53
17.	3.4705	38	38.	3.1212	25	59.	2.7878	58
18.	3.3939	21	39.	3.1176	26	60.	2.7187	55
19.	3.3714	1	40.	3.1142	9	61.	2.6857	60
20.	3.3636	4	41.	3.0937	41	62.	2.6363	61
21.	3.3529	13	42.	3.0909	40			

RANKING BY WEIGHTED AVERAGE -- PRINCIPALS

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	3.7187	5	22.	3.3548	2	43.	3.0625	53
2.	3.7187	11	23.	3.2903	1	44.	3.0312	30
3.	3.7187	16	24.	3.2812	10	45.	3.0312	31
4.	3.6562	6	25.	3.2812	49	46.	3.0312	62
5.	3.6562	32	26.	3.2667	43	47.	3.0000	54
6.	3.6250	8	27.	3.2580	4	48.	2.9687	39
7.	3.6250	20	28.	3.2580	9	49.	2.9687	52
8.	3.5937	15	29.	3.2500	12	50.	2.9375	29
9.	3.5806	13	30.	3.2500	14	51.	2.8750	57
10.	3.5667	44	31.	3.2500	50	52.	2.8387	41
11.	3.5625	7	32.	3.2333	3	53.	2.8125	27
12.	3.5625	17	33.	3.1935	42	54.	2.8064	47
13.	3.5625	24	34.	3.1875	21	55.	2.8000	45
14.	3.5625	35	35.	3.1562	51	56.	2.7812	59
15.	3.5625	37	36.	3.1250	19	57.	2.7741	60
16.	3.5312	36	37.	3.1250	25	58.	2.7241	55
17.	3.5000	23	38.	3.0967	56	59.	2.7096	61
18.	3.4687	33	39.	3.0937	18	60.	2.7000	46
19.	3.4375	22	40.	3.0645	28	61.	2.6875	58
20.	3.4375	34	41.	3.0625	26	62.	2.6129	40
21.	3.4062	48	42.	3.0625	38			

RANKING BY WEIGHTED AVERAGE -- MEDIA EDUCATORS

RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.	RANK	WEIGHTED AVERAGE	QUEST. ITEM NO.
1.	4.0000	5	22.	3.8889	23	43.	3.7500	46
2.	4.0000	6	23.	3.8889	28	44.	3.6667	1
3.	4.0000	11	24.	3.8889	31	45.	3.6667	2
4.	4.0000	17	25.	3.8889	32	46.	3.6667	9
5.	4.0000	20	26.	3.8889	41	47.	3.6667	55
6.	4.0000	21	27.	3.8889	50	48.	3.5556	26
7.	4.0000	24	28.	3.8750	48	49.	3.5556	38
8.	4.0000	25	29.	3.7778	4	50	3.5556	51
9.	4.0000	33	30.	3.7778	7	51.	3.5556	53
10.	4.0000	34	31.	3.7778	12	52.	3.5556	54
11.	4.0000	35	32.	3.7778	15	53.	3.5556	57
12.	4.0000	36	33.	3.7778	18	54.	3.4444	3
13.	4.0000	37	34.	3.7778	19	55.	3.4444	14
14.	4.0000	42	35.	3.7778	22	56.	3.4444	27
15.	4.0000	43	36.	3.7778	29	57.	3.4444	45
16.	4.0000	44	37.	3.7778	30	58.	3.4444	56
17.	4.0000	47	38.	3.7778	39	59.	3.4444	58
18.	3.8889	8	39.	3.7778	40	60.	3.4444	59
19.	3.8889	10	40.	3.7778	49	61.	3.2222	60
20.	3.8889	13	41.	3.7778	52	62.	3.2222	61
21.	3.8889	16	42.	3.7778	62			

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